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SOME COMMENTS ON THE GERMAN EDUCATION SYSTEM

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ABSTRACT

This article examines the role of education in developed countries as a social process that actively influences domestic policy, as well as the current position of the German education system, as well as the fact that German education is respected by the state and society. attention was paid to the economic and social development of the country, but also to its worthy contribution to the world.

Key words. Society, education., State, politics, education, information, technology, social process, economy, information, principle, social relations, nation, development.

1. INTRODUCTION

If the national independence ng today and that is to strengthen the implementation of the reform process in any circumstances holistic and take into account the lack of serious analytical studies about the b Ulsan, the current education system, and also that it is vital, practical how clear immediately. This issue is currently relevant and important in the national development of Uzbekistan. After all, education - mi llat development of the main force. It is known that in the developed countries of the world, the problem of educating a person who is fully developed is the main demand of today. This is because the revolutionary changes taking place in society cannot be achieved without changing man himself. However, the upbringing of a new person takes place not in itself, but in the process of renewal of social relations. The school system plays an important role in this process.

2. METHODS

In today's developed countries, where information technology is at the forefront, there is a need to update the school system, the content of education. Old-fashioned teaching methods and techniques are becoming obsolete, and there is a growing need for methods and forms of education based on advanced pedagogical technologies.

At the present time, which requires effective reforms in education, the development of science and technology, the development of members of society who can successfully operate in the new technological revolution, the introduction of public service in the vocational guidance of the younger generation and multivariate development of secondary education, the use of pedagogical tools, the opening of a broad path to initiative and creativity in education, the study of foreign experience, such as the creation of its essential systems.

It is a recognized fact that in developed foreign countries education is a social process that actively influences the domestic policy of the country. Due to this, the amount of funds allocated for the economic provision of education abroad is growing from year to year. From this point of view, a detailed study of the development of education in developed countries from the point of view of its model features - on the example of national models of development in the United States, Germany, Japan, China, England and other countries. In particular, the importance of the introduction of universal human principles in Uzbekistan, its importance, modern analysis of universal laws aimed at its activities and development, the existence of which is to increase the effectiveness of the use of moral, rational norms. From this point of view, we consider it expedient to study and analyze the role of the German education system in social development.

Therefore, along with the study of the achievements of foreign education, special attention was paid to the German education system .

The main problem in German education today is the standardization of the education system in the former

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German Democratic Republic (GDR). The main task is to bring the structure of education in the GDR to a new standard and scale, to transfer it to the education system in the Federal Republic of Germany (GFR) in a simple way. However, it also has its own problems, and now the government is working systematically to further strengthen the attitude of participants in the educational process on material issues. 2. German education is a field respected by the state and society, which makes a worthy contribution not only to the economic and social development of the country, but also around the world. The system of preschool education is important for Germany. The preschool education system is the primary part of basic education and has a history of more than 100 years, therefore, traditional methods are highly valued in the German preschool education system.

Although kindergartens are the lowest level of education in Germany, they are not part of the state system.

Funding for more than 24,000 kindergartens belonging to the pre-school education system in the old lands (lands not included in the former GDR) is the responsibility of various public organizations, charitable associations, enterprises, individuals, religious institutions. According to German state education statistics, 80% of children between the ages of 3 and 6 do not attend kindergarten.

3. RESULT

Education in pre-school educational institutions is differentiated. The German pre-school education system differs from other countries in that in kindergartens in Germany, children are usually educated until noon. In the second part of the day, they are at home, in the family. There are also extended groups in preschools.

Today, the German state government is taking a deeper and more innovative approach to the preschool education system.

The system of pre-school education, which is being formed in the socio-economic conditions of Germany, has gained importance in recent years, preparing children for school education in an exemplary manner.

Currently, compulsory schooling in the Republic of Germany applies to children between the ages of 6 and 18, a process that lasts 12 years. They complete a 9-year (10 years in some places) full-time schooling, then a part-time full-time study at a vocational technical school.

German state standards have high requirements for the necessary and sufficient level of education and the volume of educational workload.

Education in public schools in Germany is free. Private schools, on the other hand, are much more scarce.

One of the main achievements of the German education system is that school education is carried out by dividing it into different levels.

After 4 years of study in the primary part of school education, students are transferred to the school at the directional stage. Here, the direction of the 5th-6th grade stage is taught on the basis of a special program, whether or not it depends on the type of school, in which the parents of the children have the opportunity to choose or change the type of school.

Then the children move on to the next type of school, which is a basic, special school (for children with developmental delays), a real school (a secondary school that teaches mathematics and science); gymnasium; secondary schools, etc.

Almost 30 percent of children go to primary school after completing the first stage. Upon completion of nine or ten years of study, the student will move on to vocational training. 3

Deaf, blind, and other children and adolescents with physical and mental disabilities who are unable to attend general education schools are educated in special schools.

Evening classes work for those who are not educated on time.

Through the German educational standard, which is a necessary core of the content of education, the provision of a stable level of education in various educational institutions in the country is conditional, the workload is brought to the norm, criteria for assessing students' knowledge are developed.

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In Germany, a student may be restricted by the state-set educational standard or have the right to acquire knowledge independently, i.e., to acquire a broader, deeper knowledge, and to earn a higher score, in order to acquire deeper knowledge. As a result, the study of a difficult or unpopular subject is allowed to be limited to the norm set by the standard. In this case, the student will be able to realize his interests, desires, abilities and aspirations, to consciously and independently choose the most optimal path for himself.

German state educational standards stipulate that the requirements for compulsory training are open to all participants in the educational process. These requirements, which are clearly understood in terms of form and content for learners, are announced to students in advance.

In the German education system, higher education institutions are the mainstay of the state. Graduates of higher education institutions are involved in key sectors of the state.

Private German higher education institutions, with the exception of those belonging to the church and the Bundesweg, are governed by the provinces. They are governed by the Federation of Higher Education on behalf of the land chief.

According to the German educational standard, each higher education institution has the following rights:

- The right to self-government.
- The right to develop and adopt their own charters.
- The right to manage the university by the state rector or the President elected for several years.

Studying in German universities, like in other countries, ends with a diploma, a master's degree, or passing state exams.

In Germany, student education is freely organized. Curricula are offered along with a large number of study stages, but in the multi-year stages of study, students choose the subjects and academic institutions themselves. There is no tuition fee. Financial assistance is also provided to those in need. If part of the assistance is added to the scholarship, half is given as a loan. One of the main tasks of higher education is to train future personnel through deep and solid knowledge.

In addition, the development of science, engineering and technology, increasing the effectiveness of research, effective use of the results obtained and the use of pedagogical information technology has become an integral part of education.

To these basic principles, we can show, first of all, the important role of education in the development of the state and the priority of university education, the continuity and succession of further education, the secular nature of the education system.

4. CONCLUSION

The openness of higher education for all, the promotion of talented and gifted youth, the integration of state and public administration in the higher education system should be emphasized as the achievements of the state education standards .

This ma state concludes that education is one of the criteria that determine the future of the country, k which knows the state to create a solid education in the future of that country's strong and international experience. We can see this in the example of the German state as clear evidence of this. This means that the reform of the modern education system in the country, the training of personnel in accordance with modern requirements should be the main focus of our activities.

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